DOCUMENT RESUME

ED 460 408 CS 510 083

TITLE	Benchmarks of Interpersonal Communication: Performance Package, Minnesota Profile of Learning.
INSTITUTION	Minnesota State Dept. of Children, Families, and Learning, St. Paul.
PUB DATE	1997-10-00
NOTE	25p.; Content Standard: Write and Speak: Interpersonal Communication; Level: High School.
AVAILABLE FROM	Minnesota Department of Children, Families & Learning, 1500 Highway 36 West, Roseville, MN 55113-4266. Tel: 651-582-8002.
PUB TYPE	Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Academic Standards; Class Activities; *Communication Skills; Group Activities; High Schools; *Interpersonal Communication; Listening Skills; Performance Based Assessment; Problem Solving; *State Standards; Student Evaluation
IDENTIFIERS	*Minnesota Graduation Standards

ABSTRACT

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to demonstrating effective English language communication skills in personal, family, community, and/or work situations. It begins with reference to the particular content standard addressed in the package, the educational level of the package (high school), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) analyze communication, interaction, and problem-solving strategies in a simulated situation, and make recommendations for improvement; (2) participate in a dialogue, and demonstrate effective speaking and listening skills; and (3) participate in a group, plan for and complete a project, and maintain a reflective record of involvement. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

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ED 460 408

MINNESOTA DEPARTMENT OF CHILDREN, FAMILIES AND LEARNING
Performance Package
Minnesota Profile of Learning

Content Standard: Write and Speak: Interpersonal Communication **Level:** High School

Title of Package/Activity: Benchmarks of Interpersonal Communication

Summary Statement of Content Standard:

Demonstrate effective English language communication skills in personal, family, community, and/or work situations.

Description of Student Performances:

Task 1: Analyze communication, interaction, and problem-solving strategies in a simulated situation, and make recommendations for improvement.

Task 2: Participate in a dialogue, and demonstrate effective speaking and listening skills.

Task 3: Participate in a group, plan for and complete a project, and maintains a reflective record of involvement.

FINAL ACHIEVEMENT: Use the following scoring criteria when evaluating student performance.

Scoring Criteria
4 - Performance on this standard achieves and exceeds expectations of high standard work.
3 - Performance on this standard meets the expectations of high standard work.
2 - Work on this standard has been completed, but all or part of the student's performance is below high standard level.
1 - Work on this standard has been completed, but performance is substantially below high standard level.
No package score is recorded until ALL parts of the package have been completed.

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CS 510 083

PERFORMANCE PACKAGE TASK 1
Benchmarks of Interpersonal Communication

Content Standard: Write and Speak: Interpersonal Communication **Level:** High School

Specific Statement(s) from the Standard:

What students should know:

1. Understand communication styles and the components of the communication process
2. Understand how various factors (e.g., time and place, personal background) affect patterns of communication, interaction, and problem-solving in group settings

What students should do:

2. Analyze communication strategies in simulated or authentic situations

In addition:

1. Students must not be required to disclose sensitive and/or private information in interpersonal communication situations

Product(s):

- Written analysis of a short film (or film segment)

Task Description:

Overview: You have previously:

- studied the components of verbal and non-verbal communication as well as communication styles and strategies
- observed people you know, as well as strangers, communicating with each other -- and you have reflected on what you observed
- practiced communication techniques in scenarios, simulations, and/or role plays
- interacted with others in one-to-one and small group situations
- engaged in problem-solving experiences
- participated in class discussions on films that show people interacting with each other.

In this task, your goal is to demonstrate that you can apply what you have learned about interpersonal communication by analyzing communication strategies in a simulated situation.

Steps:

1. Your teacher will have your class view a short film (or a film segment) that shows people interacting with each other. As you watch the film, take notes on the behaviors of the characters -- what they say and what they do, the process they use to solve problems (or make decisions), and the manner in which they interact with others.
2. You may then choose to use the Worksheet on Communication (pages 4 and 5) to sort your notes on the characters' communication and interaction. This worksheet may help you organize your thoughts before you write your analysis.

Task Description, continued

3. Write an analysis of the film segment in which you:

   A. Describe the communication of the characters -- give specific examples and details of who said and did what.

   B. Make recommendations for improvement -- tell what the characters could do to communicate more effectively.

   C. Describe the problem-solving (or decision-making) strategies and process of the characters -- give specific examples and details of who said and did what.

   D. Make recommendations for improvement -- tell what the characters could do to solve problems (or make decisions) more effectively.

PERFORMANCE PACKAGE TASK 1
Benchmarks of Interpersonal Communication

WORKSHEET ON COMMUNICATION AND INTERACTION

Directions: Write the names of the characters in the boxes at the top. Then, under the names of each character, write what the characters said and did and how they interacted with others in the communication areas listed (on the left). Note in particular what the characters said/did very well (the positives for the communication areas) and very poorly (the negatives). For example, if Character A effectively used humor to diffuse a tense situation, describe the scene in which he/she did so. If Character B repeatedly ignored the feelings of another character, describe the scene in which he/she did so. You do not have to make notes in all the areas for each character.

	Character A:	Character B:	Character C:	Character D:
• took into account the factors that affect their interpersonal communication (such as time and place, personal background [gender, position of authority, culture, age], point of view, emotional involvement, the nature of the relationship and level of intimacy)				
• stated their own thoughts, feelings, and intentions ("spoke for self")				
• listened to the thoughts, feelings, and intentions of others				

WORKSHEET ON COMMUNICATION AND INTERACTION, continued

	Character A:	Character B:	Character C:	Character D:
• chose among a variety of verbal communication elements (such as word choice; use of examples, reasons, details, facts; organization and development of ideas; use of humor)				
• chose among a variety of non-verbal communication elements (such as volume, articulation, pace, vocal cues [intonations, emphases, pitch], pausing and silence, body orientation and posture, gestures, use of space, eye contact, facial expression)				
• matched their verbal and non-verbal strategies to send clear messages				
• demonstrated an openness to compromise or dialogue				

Special Notes:

Package Overview:

Summary of the Three Tasks
The three tasks in this package are developmentally sequenced in that they ask the student to demonstrate increasing understanding of the communication process and to become more actively involved in communication situations. Task 1 requires that the student perform an individual and relatively private activity -- viewing and analyzing a short film that shows people engaged in communication situations. The teacher can assess all students performing Task 1 in one (or two) class periods. The student should be given up to three chances to meet standard in Task 1.

Task 2 has the student engaged with one other student (or with two or three other students) in a dialogue in which they speak and listen for understanding. All students engaged in a dialogue can be assessed at the same time, and more than one dialogue pair (group) can be assessed in one class period. The student should be given up to three chances to meet standard in Task 2.

Task 3 asks the student to show that he/she can work in a group during an extended period, use communication strategies to develop and complete a group project, and reflect on the entire process. Assessment in Task 3 includes ongoing teacher observation of each student's contribution to the group's productivity as well as the teacher's evaluation of the student's reflection log.

Students' Prior Knowledge
Before students are assessed in any of the tasks in this package, the teacher should ensure that they have had frequent and regular opportunities for study and practice in the following areas -- components of verbal and non-verbal communication; communication styles and strategies; observations of and later reflection on people communicating with each other; communication scenarios, simulations, and/or role plays; one-to-one and small group interactions; problem-solving and decision-making experiences.

The teacher should model for students how the skills they are learning in the classroom are transferable to other settings and contexts. The goal for student practices should not be academic exercises but authentic and "real life" situations in school, at home, in the community, and at work.

Bibliography
The following books contain background information and theory on communication, interaction, and problem-solving -- as well as numerous examples of scenarios, simulations, role plays, and "real life" situations that provide students opportunities to learn and practice strategies, styles, and techniques:

Adler, Ronald B, and Neil Towne. Looking Out/Looking In -- Interpersonal Communication. Holt, Rinehart and Winston, Inc. Eighth Edition, 1996.

Galvin, Kathleen, and Cassandra Book. Person to Person -- An Introduction to Speech Communication. National Textbook Company. Fourth Edition, 1990.

Hamilton, Cheryl, with Cordell Parker. Communicating for Results -- A Guide for Business and the Professions. Wadsworth Publishing Company. Fourth Edition, 1993.

Johnson, David W. Reaching Out -- Interpersonal Effectiveness and Self-Actualization. Allyn and Bacon. Sixth Edition, 1996.

Miller, Sherod, Daniel Wackman, Elam Nunnally, and Phyllis Miller. Connecting with Self and Others. Interpersonal Communication Programs, Inc. 1988.

Seahorse, Charles N., Edith Whitfield Seahorse, and Gerald M. Weinberg. What Did You Say? The Art of Giving and Receiving Feedback. Douglas Charles Press. 1992.

Special Notes, continued

Diversity
Students should be coached that Minnesota (and the world) is diverse, and that people bring to their interactions with others all that they are -- that is, they bring their age, gender, culture, and everything else they are. Students should have opportunities for checking out their own assumptions about others as well as for challenging others to check out their assumptions.

For example, if students assume that all men over fifty are "conservative" or that all women are "emotional," they should be coached to check out those assumptions with others -- especially with men over fifty and with women. If an older person assumes that all teens are irresponsible, students should be coached to ask the person for evidence -- and offer examples of responsible teenagers.

Also, communication strategies that many people assume are universal -- such as "small talk," eye contact, other non-verbals -- vary by culture in their use and meaning. Students might be coached to ask themselves, "What are the factors that I need to explore to lead me to better understanding?" (For instructional resources, see in particular Looking Out/Looking In and Reaching Out in the bibliography above.)

When students regularly deal with diverse situations, they will be prepared to accomplish the first item on the Worksheet on Communication (page 4) -- *take into account the factors that affect their interpersonal communication -- including time and place, personal background (gender, position of authority, culture, age), point of view, emotional involvement, the nature of the relationship and level of intimacy* -- both in their own interpersonal communication and in their observations of the communication and interaction of others. Students will know that people who do not take these factors into account may not understand or be understood.

Systems
Students should also be coached that in different "systems" -- family, community, and work -- some communication strategies might be more appropriate than others. As an example, for a person working in a service job, accommodating a customer's rudeness and raised voice might be an effective (sometimes even a required) strategy; making the same accommodation for a close friend might not be appropriate.

Task 1 Specifics:

Students' Prior Knowledge
Before students are assessed in Task 1, the teacher should ensure that they have participated in class discussions on films (or film segments) that show people interacting with each other. Just as there probably is no "perfect textbook" for any course, there is probably not one "perfect film or video" for use in Task 1. The teacher will want to use a variety of films as models of effective and ineffective communication and as subjects for student analysis and discussion.

Instructional Videos
Films suggested for class discussion but not for this assessment include the videotapes in the fifteen curriculum kits titled "Applied Communication" (published in 1988). The kits focus on communication in the workplace and include topics such as communicating with co-workers, using problem-solving strategies, presenting your point of view, and improving the quality of communication. Each videotape is about ten minutes long. The kits are available from Agency for Instructional Technology, Box A, Bloomington, IN 47402-0120; telephone (800) 457-4509.

The videotapes in the "Applied Communication" series are intended as instructional pieces. They present stories of people at work in several occupations and industries. Since the videotapes also include explanations (through voice-overs and on-screen graphics) that teach the very elements of communication, interaction, and problem-solving that Task 1 assesses, they are not appropriate for use in this assessment.

Special Notes, continued

Film Characteristics
Qualities to look for in short films or film segments for use in discussions as well as in this assessment:

- the focus is not on scenery or "car chases" or things, but on people of various ages and from diverse backgrounds interacting with each other
- the film characters engage in a variety of verbal and non-verbal communication behaviors -- both effectively and non-effectively
- the film characters engage in problem-solving or decision-making -- both effectively and non-effectively.

For assessment, the running time of the film segment should not be more than ten minutes so that students can attend to a limited number of situations. Also, students should be asked to attend to no more than four characters. Teachers may want to have the class view the film segment twice.

Some films that teachers may wish to preview for possible use in class discussions and/or assessment:

How to Make an American Quilt -- 1995 -- PG-13 -- 116 m
The Accidental Tourist -- 1988 -- PG -- 121 m
Big -- 1988 -- PG -- 102 m
Bridges -- 1988 -- Unrated -- 23 m*
Stand and Deliver -- 1988 -- PG-13 -- 105 m
Terms of Endearment -- 1983 -- PG -- 132 m
Breaking Away -- 1979 -- PG -- 100 m
12 Angry Men -- 1957 -- Unrated -- 95 m

*The film Bridges is available from Barr Films, 12801 Schabarum Ave., P.O. Box 7878, Irwindale, CA 91706-7878 -- Order #V132.

Problem-solving
In the written analysis, students are to include a description of the problem-solving (or decision-making) strategies and process of the characters, and to make recommendations for improvement. Teachers may wish to make available to students the Guide Sheet on Problem-solving (or Decision-making) on page 9.

Copyright Law
Teachers should be familiar with copyright law regarding the use of feature films.

Teachers may:

- use in face-to-face instruction a videotape owned by the school or school district even if the tape bears a warning label "for home use only"
- use in face-to-face instruction a videotape they have purchased or rented even if the tape bears a warning label "for home use only"
  -- The key is that the videotape is a part of planned, systematic, directed teaching and learning activities.

Teachers may not:

- use "for home use only" videotapes in other than planned, systematic, directed instructional activities, such as for recreation or entertainment
- show a videotape to students that has been recorded off broadcast or cable television after ten consecutive school days.

GUIDE SHEET ON PROBLEM-SOLVING (or DECISION-MAKING)

STRATEGIES FOR PROBLEM-SOLVING

- Withdrawing (or avoiding)
- Forcing (or competing)
- Smoothing (or accommodating)
- Compromising
- Negotiating (or collaborating)

A PROCEDURE FOR PROBLEM-SOLVING

1. Set ground rules.
2. Define the issue.
3. Explain reasons; describe needs and points of view.
4. Gather information; research the issue.
5. Set criteria to apply in evaluating possible solutions.
6. Develop possible solutions.
7. Use the evaluation criteria; that is, consider the consequences of each possibility.
8. Reach an agreement.
9. Implement and follow-up on the agreement.

PERFORMANCE PACKAGE TASK 1
Benchmarks of Interpersonal Communication

FEEDBACK CHECKLIST FOR TASK 1

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
	Communication and Interaction	
_____	Description of the characters' communication/interaction with each other addresses the entire film segment.	_____
_____	Description of the characters' communication/interaction with others includes specific examples and details about the following: • factors that affect their interpersonal communication • statements of own thoughts, feelings, and intentions • listening to others' thoughts, feelings, and intentions • choices among verbal communication elements • choices among non-verbal communication elements • congruence of their verbal and non-verbal communication • openness to compromise/dialogue.	_____
_____	Recommendations for how the characters could improve their communication/interaction are based on principles of effective communication/interaction.	_____
	Problem-solving (or Decision-making)	
_____	Description of the characters dealing with problems/decisions addresses the entire film.	_____
_____	Description of the characters dealing with problems/decisions includes specific examples and details about strategies and a process for problem-solving (decision-making).	_____
_____	Recommendations for how the characters could improve their problem-solving/decision-making are based on principles of effective problem-solving/decision-making.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

PERFORMANCE PACKAGE TASK 2
Benchmarks of Interpersonal Communication

Content Standard: Write and Speak: Interpersonal Communication **Level:** High School

Specific Statement(s) from the Standard:

What students should do:

1. Apply verbal and non-verbal communication strategies in a variety of simulated or authentic situations:
   a. demonstrate effective speaking skills
   b. demonstrate effective listening skills

In addition:

1. Students must not be required to disclose sensitive and/or private information in interpersonal communication situations

Product(s):

- A dialogue

Task Description:

1. You will engage in a dialogue on a topic about which there are diverse viewpoints among yourself and others. Your goal is to arrive at a mutual understanding of the various viewpoints -- not to persuade, be persuaded, or reach agreement.

   You will work in pairs (or small groups). Your teacher will offer your class a topic for dialogue; for example, how a person should deal with unfairness by a boss. Your teacher will set up a situation giving you details about the topic -- the names and personal backgrounds of the people in, and the time and place of, the situation. You should engage yourself fully in the topic, go beyond only giving facts, and clearly discuss a viewpoint on the topic that you genuinely hold.

2. Interpersonal communication is an interactive process, and in the dialogue you will be both **speaker** and **listener**. You should be attentive to the other person(s). You should maintain a nonjudgmental acceptance of the other person. You should use verbal and non-verbal communication strategies.

Task Description, continued

As **speaker**, you should effectively present information about the topic -- facts; reflections and past experiences; feelings, attitudes, and opinions -- so that the listener understands you. You should take responsibility for what you say and how you say it. (That is, speak for yourself and not for others, and make sure that your verbal and non-verbal communication match each other.) You should frequently check out your assumptions about the listener's perception of your message. (For example, you could state what you think the listener is understanding, and then state what you want the listener to understand.) You should use multiple strategies for communicating your message. (For example, in addition to your best attempts to be clear, complete and direct, you could express your message by giving an example or analogy or by using a gesture or facial expression.)

As **listener**, you should use non-verbals to show the speaker whether you are "getting the message." (For example, nodding or shaking your head, smiling or frowning, voicing "uh-hum" to show understanding.) You should use a variety of strategies to understand the speaker's message. (Ask open-ended questions; check your perceptions of the speaker's message.) You should state in your own words the speaker's message (by summarizing or paraphrasing).

(Also, your teacher will on occasion have you act as an **observer** of a dialogue among other students.)

Your goal as a speaker: The listener tells you that his/her understanding of your message is as you intended it -- and observers tell you that you have used the appropriate skills to be understood.

Your goal as a listener: The speaker tells you that your understanding of his/her message is accurate -- and observers tell you that you have used the appropriate skills to understand the message.

Special Notes:

Please see "Package Overview" in the Special Notes on pages 6 and 7. The books in the Bibliography contain numerous activities for teaching and learning effective speaking and listening.

"Sender" and "Receiver"
Many resources on interpersonal communication describe the communication process using the terms *sender* and *receiver* rather than *speaker* and *listener*. This is mainly because what is sent and received -- the message -- is composed of both verbal and non-verbal elements. In this package, the terms *speaker* and *listener* are used in order to make the descriptions more user (student) friendly. However, the teacher should coach students that interpersonal communication includes spoken and unspoken elements, and that they need to apply verbal and non-verbal strategies both to send and to receive messages.

Practice Sessions before Assessment
The teacher should arrange for frequent dialogue practice sessions in student pairs and/or small groups before students are asked to perform a dialogue for assessment. Students should rotate among the roles of speaker/listener and observer. As a speaker/listener, a student enters into the communication as discussed above in the task description. As an observer, a student tells the dialogue participants what he/she saw and heard them do in the interpersonal communication process he/she observed.

Compelling Topics
Topics that are current and compelling community and/or school issues, including subjects often studied in Family and Consumer Science courses, make the task more authentic than academic. Also, the students involved in a dialogue on a topic should have real, diverse viewpoints on that particular topic -- otherwise, the dialogue becomes a hollow, academic exercise. Here are some dialogue topic suggestions:

- how to interact with people you perceive to be completely different from you
- how to deal with a simulated problem -- such as uneasiness about a relationship; or unfairness by a boss, teacher, or parent; or cheating by a classmate
- how to give someone a "tough message" about his/her habits, performance, behavior, or decisions
- how to make an important decision
- your thoughts and feelings about a person who has made headlines in your community, Minnesota, or the country
- three things you would change about your school, city, home, or another place or institution.

The teacher should present the topic and set up the situation with the details students need to engage in a dialogue -- names and personal backgrounds of the people, time and place of the situation. These details can be given verbally by the teacher; or the teacher may choose to have students listen to an audio tape or view a videotape that presents the situation.

Videotaping Student Work
As frequently as possible, the individual and group work of students should be videotaped and shown to students. After viewing the videotapes, students should be coached in analyzing and offering constructive feedback about the use of communication skills -- both by themselves and by their classmates.

"Listening" and "Hearing"
Students should be coached that listening is not the same as hearing -- that accurately interpreting and understanding a speaker's message is a goal of effective communication, not just remembering the message.

Obstacles to Effective Listening
Students should be coached to identify factors that interfere with their effective listening, such as personal habits, distracting noises, or personal biases. Students should be coached to be aware of the identified obstacles and work at skills to overcome the obstacles.

Perception Checking
Students should be coached in "perception checking" -- a process in which a person verifies his/her interpretation of another person's words, actions, ideas, feelings, and intentions. In this process, Person A describes for Person B what he/she saw or heard, suggests a possible interpretation, and asks Person B if his/her interpretation is accurate.

PERFORMANCE PACKAGE TASK 2
Benchmarks of Interpersonal Communication

FEEDBACK CHECKLIST FOR TASK 2

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
	Speaking and Listening	
_____	Acceptance (rather than approval or disapproval) is demonstrated verbally and non-verbally.	_____
_____	Attentiveness is maintained; distractions are ignored.	_____
	As Speaker	
_____	Messages are statements of speaker's own thoughts, feelings, and intentions.	_____
_____	Verbal and non-verbal strategies are congruent.	_____
_____	Assumptions about the listener's perception of speaker's message are expressed and checked.	_____
_____	More than one strategy is effectively used to send a message.	_____
	As Listener	
_____	Reception of the speaker's message is indicated by clear non-verbal behavior.	_____
_____	Questions to the speaker effectively solicit more information about his/her message.	_____
_____	Interpretation of the speaker's message is verified -- perceptions about the speaker's ideas, feelings, and intentions are checked.	_____
_____	Summaries accurately paraphrase the speaker's ideas, feelings, and intentions.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

PERFORMANCE PACKAGE TASK 3
Benchmarks of Interpersonal Communication

Content Standard: Write and Speak: Interpersonal Communication **Level:** High School

Specific Statement(s) from the Standard:

What students should do:

1. Apply verbal and non-verbal communication strategies in a variety of simulated or authentic situations:
   a. demonstrate effective speaking skills
   b. demonstrate effective listening skills
   c. deliver appropriate feedback
   d. use problem-solving techniques
   e. demonstrate effective group skills (e.g., consensus building, conflict resolution, group maintenance)

In addition:

1. Students must not be required to disclose sensitive and/or private information in interpersonal communication situations

Product(s):

- Group project
- Reflection Log

Task Description:

Overview: You have previously:

- studied the components of verbal and non-verbal communication as well as communication styles and strategies
- observed people you know, as well as strangers, communicating with each other -- and you have reflected on what you observed
- practiced communication techniques in scenarios, simulations, and/or role plays
- analyzed communication strategies in simulated or authentic situations
- interacted with others in one-to-one and small group situations
- engaged in problem-solving experiences, and
- participated in dialogues and arrived at a mutual understanding of diverse viewpoints.

In this task, you are to demonstrate that you can apply what you have learned and practiced about interpersonal communication by working on a group project during an extended period of time.

First, you will write down your own interpersonal communication goals and your proposal for a group project. Then, with the other members of your group, you will decide how to organize and conduct your group work sessions. You will decide what project you will work on -- you will decide what the subject, audience, purpose, and product of your group work will be. You will develop a plan for your project -- including who in your group will be responsible for what.

The project, while significant, is not the focus of this task, however. **The process you engage in as an active participant in your group is the focus of your performance assessment.** An on-going and key piece of the process is your writing down your reflections on your experiences throughout the entire period of group work.

PERFORMANCE PACKAGE TASK 3
Benchmarks of Interpersonal Communication

Task Description, continued

Steps:

1. Before you and your classmates form groups, complete a self-assessment:

   A. Write in your Reflection Log (see #6 below for complete requirements) the strength(s) or talent(s) you will bring to a group.

   B. Also, write down in your log an interpersonal communication area or skill (or more than one) that you wish to develop further, for example:

      - perform various group roles, such as leader or facilitator, recorder, observer, timekeeper, encourager, "outside-the-box" thinker ("cutting edge" member)
      - ensure that every group member gets his/her point of view considered and gets what he/she needs from the group
      - ensure that every group member contributes to the group with ideas, suggestions, and effort
      - ensure that the group's work load is fairly distributed and deal with members who "don't pull their weight" or who take too much control
      - develop a work plan for the group, prioritize tasks, and, when necessary, adjust the plan
      - ensure that the group examines assumptions and opinions, and avoids "group think ;" ensure that should the group come to a faulty decision, a member can stop or change the decision
      - ensure that the group focuses on the project throughout the group's work time
      - another goal.

2. Again, before you and your classmates form groups, brainstorm individually about ideas for your group project. Write down in your Reflection Log as complete a project outline or proposal as you can. (Later, when you are in groups, you and the other members of your group will each present your proposed projects for consideration.)

   Things to keep in mind about your project proposal:

   A. Decide on the subject (or "topic" or "content"). Your topic can arise from the class in which you are working on this performance package, or from another class; the content can be based on your previous knowledge and experience; the content can come from research you decide to do for this project. *Examples: elements of effective communication; camping; reading; food and nutrition; music; hobbies; decisions about your life after graduation.*

   B. Identify the audience of your project. Your project can be based in the community, at a work site, at home, in school (your school or a nearby elementary, middle, or junior high school).

   C. Clearly state your purpose in the project. Examples: to sell a product, to entertain, to have others learn something.

Task Description, continued

D. Finally, include in your proposal the format of your project -- the product. Examples: teaching a lesson; making a videotape; building or making something (building a scale model; making a meal); designing and implementing a school-wide advertising campaign; writing and producing a play; developing a portfolio; planning an event.

3. Once groups are formed, you will want to engage in dialogue (listen and speak for understanding) about the project proposals. You will engage in dialogue to select, adapt, or create a project in which you all can have success. You will also want to use an effective decision-making (or problem-solving) procedure. Remember that throughout your group process, you should apply the various communication skills you have been learning and practicing.

   As a group, complete the Group Planning Sheet on pages 20 and 21. An important part of your planning is clearly setting down your project's subject, audience, purpose, and product. Your purpose should be a clear statement of what you want to do, know, and/or feel as a result of completing your project -- and what you want your audience to do, know and/or feel through your project.

4. As the group continues to work on the project, revisit the Group Planning Sheet and adjust it when necessary. For example, check that you have all the resources you need to complete your project -- or add to or change some items on your list on page 20. Confirm that the subject and product you have selected are appropriate for your group and audience. Ask yourselves if your evaluation methods are clear and specific.

5. Throughout the entire project, you are going to be thinking individually about the group's process -- and will be writing down your reflections regularly in your Reflection Log (see #6 below). Also, *your group should regularly schedule time* for each member to ask for constructive feedback from and deliver appropriate feedback to the other members of your group. *With the other members of your group, you should regularly reflect on the group's work* -- and come to a *shared meaning* about the group's process. Write down in your log what new insights or discoveries you come to because of dialogue among group members.

Your teacher will regularly observe your group work sessions to assess your individual contributions to the group's productivity. The observations will occur throughout the work time the teacher gives the class for this group project.

Task Description, continued

6. Throughout the entire project, you are to maintain a Reflection Log. In your log, you will write down your thoughts and feelings about interactions with the other members of your group, roles that other group members assume, and factors that affect the productivity of the group.

   Why the log? In this task, you are being asked to demonstrate what you know -- but you also have the opportunity to learn more by doing -- by applying what you have previously learned. A powerful learning method is reflection on the process of learning itself. The Reflection Log is where you will record your thoughts (and your second thoughts), feelings, reactions, intentions, and actions throughout this entire project. The Reflection Log is a record of your "inner conversation" as you work with/in your group on your project.

   Here are some **ground rules** for your log:

   A. Honestly and appropriately state your own thoughts and feelings -- express ("speak for") yourself.
   B. When you write about others, describe behaviors and do not "dump" on others or engage in name calling. Be respectful rather than judgmental.
   C. To ensure confidentiality, you could use numbers or letters instead of the names of your classmates.
   D. Do not use this log as a place to record intimate thoughts and feelings you do not intend to be shared with your teacher.
   E. Date each entry, and make an entry in your log every day.

   Among the items you should reflect on are:

   § *Beginnings of group work:*

   - the strengths or talents you bring to a group
   - your "growing edge" -- that is, the skill or trait you most want to develop; the interpersonal communication goal you most want to achieve
   - your first impressions of working with your group members
   - your role in how your group decided to organize and conduct work sessions
   - your role in how your group decided on a subject, audience, purpose, and product for your project -- and your reaction to how the project you proposed to the group was received by the group.

Task Description, continued

§ ***Throughout group work:***

- your role in developing your group's work plan
- your role in developing your group's evaluation methods
- how well your group used the group's work time
- how well your group was able to engage in dialogue for understanding
- how well your group used feedback from you
- how well you used feedback from your group
- how well you dealt with problems, obstacles, conflicts
- your feelings -- and how you acted because of your feelings -- and what you would do differently the next time you are in a similar situation.

§ ***Ending group work:***

- the surprises, challenges, disappointments, and rewards you encountered in working in your group
- your best and worst experiences of working in your group
- how well you achieved your goal in working in your group
- what new insights or discoveries you came to because of dialogue among group members
- what you learned through your participation in the group project
- what you still need to learn.

Your teacher will read your Reflection Log for assessment.

PERFORMANCE PACKAGE TASK 3
Benchmarks of Interpersonal Communication

GROUP PLANNING SHEET

1. Getting Organized in Our Group --

   A. The names of our group members:

   _____

   _____

   _____

   _____

   B. How will we organize and conduct our group meetings?

   _____

   _____

2. What is the subject (or topic or content) of our project?

   _____

3. Who is the audience for our project?

   _____

4. What is the purpose of our project?

   _____

5. What is the product of our project?

   _____

6. What resources do we need for our project?

   _____ _____

   _____ _____

   _____ _____

   _____ _____

   _____ _____

   How will we keep track of the resources needed for our project?

   _____

   _____

GROUP PLANNING SHEET, continued

7. Here is our work plan -- our step-by-step procedure for completing our project. (Write student names by each step to ensure that each person in your group has an active role and equal amount of responsibility throughout the project.)

8. Evaluation Methods

   This is how we will determine how well we achieved our purpose:

Special Notes:

Please see "Package Overview" in the Special Notes on pages 6 and 7. The books in the Bibliography contain numerous activities for teaching and learning group communication, interaction, and problem-solving skills, strategies, styles, and techniques.

One book in particular, What Did You Say? The Art of Giving and Receiving Feedback, is a very good resource for coaching students in feedback. The authors define feedback as "information about past behaviors, delivered in the present, which may influence future behavior" (page 4).

Group Think
The Abilene Paradox is an excellent resource for teaching students about how to avoid "group think." This 1984, 28 minute videotape is available from CRM Films, 2215 Fairaday Avenue, Carlsbad, CA 92008; telephone: (800) 421-0833.

Videotaping Student Work
As frequently as possible, group work sessions should be videotaped and shown to students. After viewing the videotapes, students should be coached in analyzing, and offering constructive feedback about, the use of communication skills -- both by themselves and by their classmates.

Self-Disclosure
The Interpersonal Communication Standard notes, "Students must not be required to disclose sensitive and/or private information in interpersonal communication situations." This applies both to group work sessions and to the Reflection Log.

PERFORMANCE PACKAGE TASK 3
Benchmarks of Interpersonal Communication

FEEDBACK CHECKLIST FOR TASK 3

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
	Group Work Sessions	
	The student's interpersonal communication contributes to the group's productivity in these areas:	
_____	Dialogue for understanding is effectively accomplished.	_____
_____	An appropriate decision-making (or problem-solving) procedure is used to achieve agreements.	_____
_____	Feedback is delivered appropriately and received with attention.	_____
_____	Focus on the group's tasks is sustained throughout the group's work time.	_____
_____	The subject, audience, purpose, and product of the project are clearly stated and appropriate for the group.	_____
_____	Resources needed for the project are identified clearly and specifically.	_____
_____	Methods for evaluating the project are stated clearly and specifically.	_____
_____	Group tasks are prioritized and completed according to a plan.	_____
_____	Individual responsibilities are clear, and the group's work load is fairly distributed.	_____
_____	Individual responsibilities are completed.	_____

PERFORMANCE PACKAGE TASK 3
Benchmarks of Interpersonal Communication

Student	Reflection Log	Teacher
_____	Entries are a record of involvement throughout the project rather than a one-time final summary.	_____
_____	Reflections are statements of own thoughts, feelings, and intentions.	_____
_____	Reflections on the group's interaction focus on factors that affect the group's performance.	_____
_____	Reflections on the group's dialogue process are clear and supported by specific examples.	_____
_____	Reflections on the group's decision-making (or problem-solving) process are clear and supported by specific examples.	_____
_____	Reflections on roles performed in the group are clear and supported by specific examples.	_____
_____	Reflections on how the group used feedback are clear and supported by specific examples.	_____
_____	Reflections on what worked well and what needed to be changed are clear and supported by specific examples.	_____
_____	Reflections on what was learned and what remains to be learned are clear and supported by specific examples.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):